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Subject: CIA

Scope: Development, mission, and present organization of CIA; responsibilities of the Director of Central Intelligence; functions of the offices of the Deputy Director for Plans and of the Assistant Director for Communications; functions of the offices under the Deputy Director for Intelligence.

Class: Two lectures and discussion periods.

Readings: Written summaries covering the organization and functions of the offices under the D/DI.

Note: Lectures and discussions on the Intelligence Process, as well as those on other agencies of the Intelligence community and their interrelationships also serve to illustrate CIA organization and functions.

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Subject: The Intelligence Community

Scope: The hisotrical development of U. S. intelligence, and the organization and operations of OIR, G-2, ONI, AFOIN, JIC. The intelligence mission of each agency and its inter-relation with the U. S. intelligence community.

Class: Five lectures and discussion periods.

Reading: SIS Manual, Chap. 1, Section III.

Kent, Chapters 5, 6, 7.

Project: Outline charts, showing relationship of each intelligence organization to its department.

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Subject: Foreign Intelligence Services

Scope: A general presentation of the history, organization, and activities of the Soviet, British, French, and Italian intelligence agencies. Indication is given of their current strengths and weaknesses, and from the organization standpoint comparisons made with the U. S. Intelligence community. Case histories are cited as examples of the techniques used by these agencies.

Class: Two lectures and discussion periods.

Film: "The Iron Curtain"

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Subject: Area Surveys

Scope: A general and introductory survey of the principal non-Soviet areas of the world designed to identify and explain their chief characteristics of importance to intelligence work. The areas dealt with are Western Europe, Latin America, the Middle East, Africa, and the Far East. The subject matter includes the following: (1) the principal political, economic, and cultural characteristics of the area; (2) current trends in the area; (3) the quantity and quality of information available; (4) the nature of reporting on the area and special problems encountered; (5) the problems of evaluating and analyzing intelligence about the area; (6) the quality of finished intelligence on the area.

Class: Five lectures and discussion periods

Reading: Assigned according to area projects

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Subject: USSR and Communism

Scope: Presentation of the basic philosophical, economic, and political concepts of Marxism and the changes which have been made therein by Lenin and Stalin for current Bolshevik usage. A brief examination of the development of the Bolshevik movement and the organizations through which it has solidified its power in the USSR and satellites; i.e., the soviets, the administrative system, and the Communist Party. An analysis of Communist propaganda and of the developed strategy, tactics, and aims of the world Communist movement. Analysis of Russian geography, military and air capabilities, industrial and scientific potentials, and of the current security commitments of the USSR.

Class: 12 lectures and discussions.

Reading: Selected documents originating from within the Communist movement.

Schwartz: Russia's Soviet Economy (selections)

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Subject: Area Studies

Scope: Definitions and explanations of the significance of strategic areas. The methods and techniques of preparing an estimate of a selected country or area. The study is designed to introduce the trainees to sources and research techniques in such background fields as geography, economics, sociology, political science, technology, maps, foreign relations, military capabilities, key personalities, communications; and it requires an evaluation of the strategic importance of the country or area to the security of the U.S. in the position as a friend, an ally, a neutral, or as an enemy.

Class: One lecture and discussion period.

Readings: SIS Manual, Chapter II

Keefer: Realities of World Power, Chapters XI-XXVI;

Sprout, Foundations of National Power, Chapters VI-XXII;

Huntington & Shaw, Principles of Human Geography, Chapters I-V.

Project: Under direction of a staff advisor each trainee selects an area (in accordance with his CIA assignment if pertinent) on which he prepares a report indicating the strategic importance of the area to US security and presents it orally before the staff and trainees for discussion and criticism.

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READING IMPROVEMENT

Length:	Thirty hours
Prerequisites:	Provisional clearance
Enrollment	40 to 110 students
Location	Headquarters area

The objective of this course is to increase the efficiency and productivity of personnel ^{by developing their} ~~whose responsibilities require~~ speed and comprehension in reading. Supervised instruction in basic reading skills is provided. Emphasis is given to flexibility and comprehension. Training is supplemented by the use of the Reading Rate Accelerator, Tachistoscope and Harvard Films. Ten lectures on the factors that cover effective reading are presented.

Interviews and tests are conducted six weeks and twelve months after the course presentation to determine the degree of retention.

Classes are ^{conducted} ~~held~~ for one hour each day.

READING ANALYSIS

Length	8 class hours; $\frac{1}{2}$ hour individual conference
Requirements	Provisional clearance ??
Enrollment	12 students (maximum)
Location	Headquarters area

~~This program is conducted for individuals or for selected groups.~~ *This program or students* It is designed to diagnose reading techniques, in the ~~three major areas~~ of skanning, intensive and extensive reading, and if necessary, to increase reading efficiency according to individual and office requirements.

Testing projects used to fulfill the course objectives are standardized testing to measure the speed and level of comprehension, job performance (optional), scanning project to determine^e the degrees of efficiency for selection of information, extensive reading project to measure reading techniques applied to broader frames of reference, and intensive reading project to measure study methods used to master new subject matter.

summarize his The one-half hour individual conference is conducted *with each* to discuss *his* reading performance and to recommend techniques for improving reading efficiency.

FRENCH READING IMPROVEMENT

Length	Thirty-two hours
Prerequisites	1. Ability to read French 2. Two years of college French or the equivalent
Enrollment	5 ⁸ to 10 students
Location	Headquarters area

This course is designed for employees whose work requires reading in French. The objective is to eliminate faulty reading techniques and to develop a variety of skills to be applied to technical reading, ^{extensive reading, and skimming.} This objective is accomplished through lectures, instruction and application. The Reading Rate Accelerator and the Tachistoscope are used to eliminate ^{in order} vocalization, to increase the span of recognition and to reduce regressions.

The course is given for eight weeks, four hours per week.

READING IMPROVEMENT BRANCH

Reading Improvement Course

LENGTH OF COURSE:

Course requires thirty class hours, an hour a day, 5 days a week.

OBJECTIVE:

The objective of the Reading Improvement Course is to increase the efficiency and productivity of Agency personnel by developing their speed of comprehension through systematic educational procedures. The course provides instruction in the basic reading skills and supervised training utilizing mechanical and visual aids.

Methods and techniques in improving comprehension with emphasis on flexibility and comprehension requirements are the focal points of the course. In addition to training with the Reading Rate Accelerator, Tachistoscope, and Harvard Films, the course offers ten lectures on the factors which govern effective reading.

A retention program, designed to ascertain the long-range employee benefits, is conducted 6 weeks and 12 months after course presentation.

RESULTS: 1,044 Trainees

Initial - 342 wpm 81.1% comprehension
Final - 584 wpm 81.9% comprehension

READING IMPROVEMENT BRANCH

French Reading Improvement Course

LENGTH OF COURSE:

Eight weeks, four hours per week.

REQUIREMENTS:

Good vocabulary and reading knowledge of the language. Minimum of 2 years of college French or the equivalent.

ENROLLMENT:

Limited to 8-10 trainees per class.

OBJECTIVE:

The course is designed to meet the needs of Agency employees whose work requires reading in French, when their effectiveness in this reading is limited by faulty reading techniques, rather than by lack of familiarity with the language. It is the aim of the course to develop a variety of reading skills to be applied to technical reading, extensive reading, and skimming in French. The aim is accomplished through lectures, instruction, and practice exercises. Various training aids, such as the Reading Rate Accelerator and the Tachistoscope, are used to assist in the elimination of vocalization, increasing the span of recognition, and the reduction of regressions.

RESULTS: 11 Trainees

Initial - 197 wpm 60.9% comprehension
303 wpm 83.6% comprehension

READING IMPROVEMENT BRANCH

Reading Analysis Program

LENGTH OF COURSE:

Eight class hours plus $\frac{1}{2}$ hour individual conference.

ENROLLMENT:

The program is conducted either individually or for selected groups from various offices.

OBJECTIVE:

The program is designed to diagnose the reading techniques applied by the employee to determine if the most efficient reading methods are in accordance with office and individual requirements. The purpose of the course is to determine if reading performance is at capacity level; to diagnose reading techniques in the three major reading areas of scanning, intensive, and extensive reading; and, if proved necessary, to develop training facilities based on office and individual requirements to further increase reading efficiency.

The following testing projects have been developed to fulfill the course objective; standardized testing to measure the speed and level of comprehension; job performance (optional); scanning project to determine the degree of efficiency for selection of information; extensive reading project to measure reading techniques applied to acquire broader frames of reference; intensive reading project to measure study methods used to master new subject material.

A $\frac{1}{2}$ hour conference is conducted with the employee to summarize his reading performance and to recommend techniques for improving his reading efficiency.